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ABSTRACT

The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL)

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career education program for the talented

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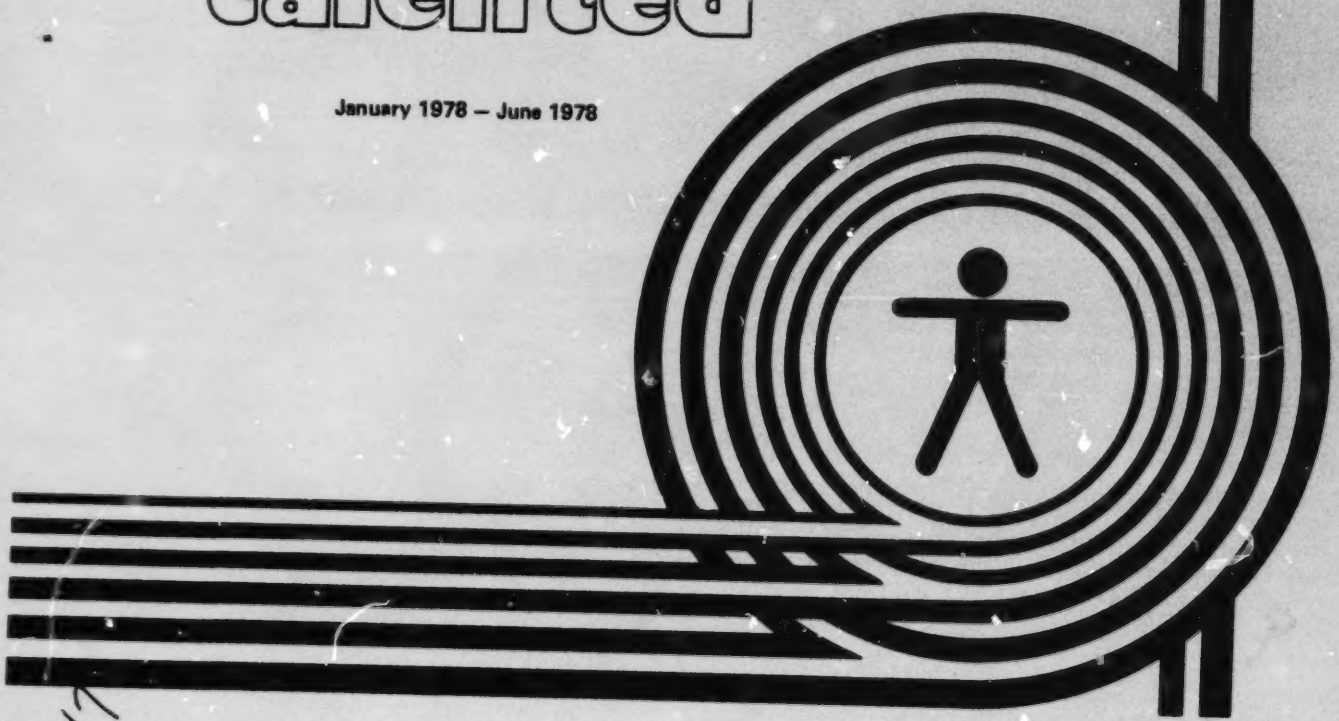

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CAREER EDUCATION PROGRAM FOR THE TALENTED

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PREFACE

Interest in the education of talented students continues to grow. The Career Education Program for the Talented (C.E.P.T.) was a Saturday Program that integrated the world of work with the world of talent. Talented students in grades 4-9 were given opportunities to interact with practicing professionals in six "art" areas.

Talented school-age persons were identified as those who consistently display creative potential at an early age and later develop skills and outstanding abilities to perceive, understand, create, perform and respond to artistic activities.

The curriculum was developed by the project staff who worked with the talented students. Hopefully, you will find it useful in preparing activities when working with talented students in your community.

Career Education Program for the Talented
Curriculum Packet
Session I - Art

Morning

Introductory Activities
(after group introduction and "Free To Be You and Me" for younger groups)

1. Getting to Know One Another
   A. 3 Questions 5 times around group.
      1. Name; something about you we can tell right away.
      2. Name; something about you we don't know yet but would know once we got to know you better.
      3. Name; something about you we would never know if you didn't tell us.

   B. Sharing an example of each person's work.
      OBJECTIVE: Discuss how each artist's work reflects his/her interests and personality.

2. ACTIVITY: Designing a personal portfolio.
   MATERIALS: Posterboard folded in half, markers, tissue paper transfer, tempera paint, construction paper.
   OBJECTIVE: Students will use color, shape, line, and style lettering to design a "different and distinct" portfolio using his/her name.
   DISCUSSION: The artist as an individual.
   TIME: 1 hour/15 minutes.

Afternoon

Movie - "Why Man Creates"

3. DISCUSSION: "Artists Are Problem Solvers" - handout.
   OBJECTIVE: Students will begin to look for the hidden limits in assignments career artists receive (budget, deadline, materials, function, etc.)

4. ACTIVITY: Michelangelo Sistine Chapel Drawings.
   MATERIALS: 9 x 12 white drawing paper, oil pastels, masking tape.
   OBJECTIVE: Students will do a narrative drawing while lying on the floor, papers taped underneath their desks.
   DISCUSSION: About the peculiar problems Michelangelo faced, looking at reproductions of the Chapel and its ceiling.
   TIME: 1/2 hour.

5. ACTIVITY: The Burlap Sculpture Problem.
   MATERIALS: 2 ft. square of burlap, scissors, yarn needles.
   OBJECTIVE: Students will construct a free standing, relief or handing sculpture using only the materials given and without discarding any scraps.
   TIME: 30 minutes.

Session II - Art

TIME:

9:00 - 10:00 a.m. Entertainment presentation by George Elmer, Technical Director of Pittsburgh Public Theatre.

10:00 - 10:20 a.m. Knowledge Pre-Test.

10:20 - 10:30 a.m. Discussion: Art as a means of communication - Graphic Design.

10:30 - 11:0[illegible] a.m. Activity: 6 thumb nail graphic words pictures - making a word look like what it means.

Materials: sketchbooks (students will fold pages into sections), sketcho oil pastels.
Objective: students will use color, shape, and invented lettering styles to connote visual meaning without relying on verbal meaning.

Possible words: HOT, COLD, CRUNCHY, MUSHY, EXCITED, BORED, SCARED, GENTLE, DEPRESSED.

11:00 - 12:00 p.m. Advertising presentation - Fred Albitz.

12:00 - 12:45 p.m. LUNCH

Afternoon - ART

12:45 - 1:15 p.m. Discussion: on slides of Advertising arts, posters, comic books, cartooning and puppetry. What makes good graphic art or entertainment?

1:15 - 2:30 p.m. STUDENTS CHOOSE ONE OF THE FOLLOWING ACTIVITIES.

OBJECTIVE: Students will use the principles of good graphic art to design an original package for an entertainment product OR to use the cartooning devices of exaggeration and caricature to construct a puppet.

1. Activity: Design an original record album cover for your favorite group.
   Materials: 12 x 12 white drawing paper, construction paper, tissue paper, tempera paint, sketches, markers.
2. Activity: A comic book cover with a hero you create yourself.
   Materials: 9 x 12 white drawing paper, india ink, pens, markers.
3. Activity: sock puppet.
   Materials: tube socks, assorted fabrics, buttons, yarn, found objects, thread, needles, glue.

2:30 - 3:30 p.m. Communication, presentation - Amy Droz, TV producer.

Session III - Art

9:00 Group Meeting - cafeteria

9:10 Speaker: Tom Flynn - Minister of Music, Southminster Presbyterian Church

10:00 Speaker: Tom Fralic - Docent, Carnegie Museum

11:00 Speaker: Donna Hallen - Dance Therapist, Child Guidance Center, St. Francis Hospital

12:00-12:45 LUNCH

12:45 Discussion: What is a therapist? What can or can't a therapist do? How can art help some one with physical or emotional problems?

1:00 Activity: Part I:
Pencil drawing of the most fearsome creature of your dreams.
Objective: getting fears out in the open and trying to visualize them.

Part II:

Switch papers, pair up: One with blindfold, one with drawing.
Problem: Sighted person = therapist.
Blindfolded person = a painter recently gone blind.
Therapist must describe drawing to patient who in turn models that creature in modeling clay, learning to do with his ears and hands what he used to do with his eyes.
Objective: Students begin to experience kinds of problems faced by occupational and Art therapists.

1:45 Slides and Discussion - Religion
How can we translate the unseen things of our faith into tangible art.
Slides - Religious art of the past and present - architecture, stained glass, tapestry, illumination.

Activities - Students will choose one.
1. Calligraphy - lettering and illuminating your favorite quote about your faith.
2. Design a stained glass window to express faith in a contemporary word (cellophane and construction paper).
3. A woven wall hanging on a round loom (coat hangers).

Objective: Students will think about what they believe and the create visual, symbols with the medium of their choice in an attempt to express this belief.

Session IV - Art

9:00 John Yandel - photo illustrator - independent businessman.

10:00 Bob Dodds - estates lawyer discussing law and the arts.

10:45 Otis Morse (1st session) Penna. Council on the Arts
Margaret Skrinar (2nd session) - dance anatomist

11:30 Lunch

12:15 Discussion: Government and the Arts
Slides: poster, cartoons, animated movies sponsored by the government.
Explain WPA in 1930's. Is gov't patronage of the arts always good? Where are examples of gov't art we see everyday?

12:45 Activity: Stamp designing contest
Materials: drawing paper, Sketcho oil, pastels, markers.
Objective: Students will work on stamp design considering these limitations:
1) size
2) price and country of stamp
3) commemorate some event in American History
4) creative use of the elements of design
[to be judged by an independent art teacher.]

1:30 Slides and Discussion - Science and Art, architecture, auto design, wildlife painters.

1:45 Business and Art

Activity: design and print a greeting card using a motif from nature.
Audio-Visuals: slides of history of greeting cards, contemporary cards and real examples of block prints and handmade greetings.
Materials: (this week) - paper and markers (for design), linoleum, linoleum cutters.
Objective: Students will look at nature in an unconventional way (i.e. as if under a microscope) and use its patterns and textures to create an innovative greeting card design. They will also learn the basics of working with printing tools.
[printing to be done next session]

Session V - Art

9:00 Group Meeting - cafeteria

9:15 Alan Sher - musician/director, school of music - Music Room

10:00 Thaddeus Mosley - wood sculptor - cafeteria

10:45-11:15 Combined session - Art and Dance - Integrating the arts

Objective: Students will experience how these two arts both incorporate the concept of pattern.

Audio-Visual: Harcourt-Brace - "Self-Conduct and Humanities" filmstrip "Over and Over" (orange level)

Activity - pattern in movement

Part I - musical patterns with rhythm instruments (Mary)

Part II - patterns in movement (Mary)

Part III - Visual patterns - students will transfer what they have learned about pattern in movement to patterns with shape and color.

Materials: unbleached muslin, Versatex textile paints, brushes, water

Students play the role of the fabric designer as they experience the creation of visual patterns

1:00 - 1:30 - Group Meeting
- Announce stamp winners
- Collect interviews/certificate designs
- review careers
- Career information packet evaluation

1:00 - 2:30 - Imaginarium participatory performance: African and Japanese legends.

2:30 - 3:00 - Workshops with Imaginarium performers.

3:00 - 3:30 - CEPT students present English legend - Beowolf

Session VI - Art

9:00	Printing of linoleum block cards begin in April
11:00	Discuss Interviews
11:30	Post-test
12:00	Lunch
12:45	Rehearse presentations
1:30	Presentations

* Filler project - design an original paper airplane, we will test the designs in a flying contest outside.

Career Education Program for the Talented
Curriculum Packet
Session I - Creative Writing

9:00 - 9:30 a.m.	The students will be introduced to career education in general, and to careers in the arts, in particular.
9:30 - 10:20 a.m.	Students will view the film, "Free To Be You And Me"
10:30 - 11:00 a.m.	Writing group introductory activities. Writing supplies are distributed. The students will discuss what they first wanted to become as adults, and write a brief story about what they now think they want to be. This will be compared with their ideas at the end of the semester. The students will learn about my background and interests, and ask any questions about the project they wish. Discussion. Students will also write three things about themselves - something obvious, something we'd get to know, and something we wouldn't know unless they told us. Writing works when the writer knows him/herself.
11:00 - 11:30 a.m.	Students will be presented with elements of different careers in writing/communication: a. nature of the work. b. English and writing skills. c. duties and responsibilities. d. conditions. e. qualifications. f. earnings and advancement. g. future. h. similar or specialized careers. Discussions.
11:30 - 12:00 p.m.	Students will read examples of their work.
12:00 - 1:00 p.m.	Lunch
1:00 - 1:15 p.m.	Demographic survey
1:15 - 2:00 p.m.	Film, "Why Man Creates" - Discussion.
2:00 - 2:30 p.m.	Students will discuss and think about what they are like in relation to different types of careers. Project interviews will be outlined - students will suggest interview questions.
2:30 - 3:00 p.m.	Students will listen to a story about the creative process and discuss their own.
3:00 - 3:15 p.m.	Students will consider a variety of individual project choices.
3:15 - 3:30 p.m.	Students will receive information and assignments for next session.

Session II - Creative Writing

9:00 - 10:00 a.m.	Fred Albitz, Broadcast Advertising Consultant, demonstrates his work in advertising, using audio and video tapes.
10:00 - 11:00 a.m.	George Elmer, technical director for Pittsburgh Public Theater discusses careers in theater.
11:00 - 11:30 a.m.	Discussion of how creative writing is used in advertising, theater/entertainment. Interview sheet is distributed. Mock interview is held.
11:30 - 11:45 a.m.	Discussion of homework, Career Family Trees
11:45 - 12:00 p.m.	Careers pretest
12:00 - 12:30 p.m.	Lunch
12:30 - 1:30 p.m.	Amy Droz, producer of KDKA-TV's "Exactly What?" children's prgram, explains careers in TV production and demonstrates her product with video tape.
1:30 - 1:45 p.m.	Film, "Is A Career In Radio Or TV For You?"
1:45 - 2:00 p.m.	Filmstrip, "The Anatomy Of An Advertising Agency"
2:00 - 3:30 p.m.	Advertising, Discussion and activities. Attitudes toward advertising. Types of advertising: emotional appeals, psychological ploys. Visualization: identification of effective methods of print advertising. Activity: using Haiku form, write slogans for fictional products. Distribute assignments and parent information sheets.

Session III - Creative Writing

9:00 - 10:00 a.m.	Tom Flynn, Minister of Music, Southminster Presbyterian, explains his role in the music education and the religious services of his church and how he got there.
10:00 - 11:00 a.m.	Tom Fralic, Project Facilitator, Carnegie Institute, brainstroms with students about the nature of education, art, sensitizing them to understanding a variety of cultures.
11:00 - 12:00 p.m.	Donna Hallen, Expressive Therapist, Child Guidance Center, discusses "What Is Therapy?", and demonstrates with students how she helps children to "say themselves."
12:00 - 1:00 p.m.	LUNCH
1:00 - 1:30 p.m.	Film, "Is a Career in the Professions for You?"
1:30 - 2:00 p.m.	Students will discuss the speaker s careers and where writing might fit into those areas. Students will discuss their interviews to date, more Career Family Trees, 10 Tips To Write Good.
2:00 - 3:00 p.m.	Students will discuss how human emotions affect writing and art. Students will read different poetry examples of emotions. By everyone reading the same poem, students will observe how different people perceive things differently. Students will write a limerick on their names. Students will think of the first animal that comes to mind, draw it, and write a story about it, as a reflection of a personal or guiding myth, or of a current problem.
3:00 - 3:15 p.m.	Students will consider if there is a relationship between religion and psychology; how the past affects modern life.
3:15 - 3:30 p.m.	Discussion of projects, interviews, next month's activities. Assignments, parent information sheets and sample brochures are distributed.

Session IV - Creative Writing

9:00 - 9:15 a.m. - Introduction to topics (government, business, law)
9:15 - 10:00 a.m. - Otis Morse, Pa. Council on the Arts
10:00 - 10:45 a.m. - John Yandel, free lance photographer
10:45 - 11:30 a.m. - Robert Dodds, lawyer
12:15 - 12:45 p.m. - Film, "The Craftsmen"
12:45 - 2:00 p.m. - Students will discuss how writing might be used in the speakers' careers.
Additional interviews are read and discussed.
Some of the students' original writing is read.
Questions from this month's parent information page are discussed.
Production boards and negatives are shown to the students, to explain the stages of producing a newsletter.
Students will discuss homework, Be A TV Critic.
Students are introduced to different music critics' styles in reviews of the same piece of music.
Dr. Nasri, educator, lawyer and author, discusses copyright law.
2:00 - 3:00 p.m. - Students will visit the music room, hear the music students and review their performances; first taking notes, then writing reviews.
3:00 - 3:30 p.m. - Students will discuss the critic's role as the reporter's specific link with the arts.
Students will consider the newspaper as a business, and how a writer can be in business for him or herself.
Students will rewrite cartoon bubbles as an exercise that links the arts with newspapers.

Session V - Creative Writing

9:00 - 9:15 a.m. - Students are introduced to the day's topic: The Arts.
9:15 - 10:00 a.m. - Thaddeus Mosley, Sculptor
10:00 - 10:45 a.m. - Alan Sher, music school director
10:45 - 11:30 a.m. - Thomas Murphy, creative writing teacher
11:30 - 12:00 p.m. - Lunch
12:00 - 1:30 p.m. - Students discuss any cultural events attended, classic books read or special tv productions watched since last month.
Students read interviews and discuss their differences.
Discussion of questions on Career Information sheets about writing careers in the arts.
Student review occupations, rate Career Information sheets and receive student presentation form for teachers to answer forms.
1:30 - 3:30 p.m. - Students participate in Imaginarium event, combining all the arts.
Students brainstorm for script, recreating Beowulf legend and combining their talents with other art groups.

Session VI - Creative Writing

9:00 - 9:15 a.m. - Students are introduced to the concept of overall presentation.

9:15 - 9:30 a.m. - Students return teacher forms and discuss what they have done in their schools. Interviews are completed.

9:30 - 9:45 a.m. - Students review their original career ideas, written at the first session, and rewrite them. Some may have changed.

9:45 - 10:45 a.m. - Students read works they have chosen to use for the presentation, and write a script, as a radio broadcast, with commercials, etc.

10:45 - 11:00 a.m. - Film, "Creating a Children's Book"

11:00 - 11:30 a.m. - Students play literary games: career bingo, group poem.

11:30 - 12:00 p.m. - Students review career awareness check list, take post test.

12:00 - 12:30 p.m. - Lunch

12:30 - 1:30 p.m. - Students rehearse script, do writing activities: write a story to Vivaldi's "4 Seasons", Haikons.

1:30 - 3:30 p.m. - group presentations.

Career Education Program for the Talented
Curriculum Packet
Session I - Dance

4-6th Grades

Introduction: Discussion about the program, creativity, and general information.
Film: "Free To Be You and Me"

- The student will be exposed to the choices they have, beyond social mores and sex roles, in their life and career decisions.
  Workshop: Information cards, discussion of general direction and emphasis in the workshop, warm up using basic locomotor movement elements; write name game, "Leading the Blind" game; cooperative musical chairs.
- The student will become familiar with the style and emphasis the workshop will take.
- Students will be aware of different locomotor movements and elements of space involved in movement and dance.
- Students will develop a feeling of working together as a group.

Lunch

Film: "Why Man Creates"
- The student will think about what being an artist or creative person means, how creativity is a problem solving activity, and how it involves work and discipline.

Demographic Questionnaires
Workshop: Discussion of film, the interview, the project and assignement for next session, technique class in modern dance.
- Students will design their own interview questions according to what they know.
- Students will experience modern dance technique, how it is similar and different from the dance they are familiar with.
- Students will warm-up and experience the work and discipline involved in training to be a dancer.

/ - 9th Grades

Introduction: Discussion about the program, creativity, and general information.

Workshops: Information cards; discussions of general direction and emphasis in workshop and student responsibility; finding out reasons each person is involved in program and dance experience; completing career maturity inventory.

Filling Out Demographic Questionnaire

Workshop: Warm-up and modern dance technique class; name game in circle.

- The student will be aware of different locomotor movements and elements of space and shape involved in movement and dance.
- The student will experience modern dance technique, how it is similar and different from the dance with which they are familiar.
- Students will warm-up and experience the work and discipline involved in training to be a dancer.
- Students will see that each person has a charcteristic style, and that groups can work as a whole with different component parts.

Lunch

Film: "Why Man Creates" and Discussion.

Workshop: Discussion of film, project, interviews, designing interview questions to suit students needs and inquiries; trust game - "Leading the Blind"; mirroring game, cooperative musical chairs.

- The student will realize that she must take responsibility for what she will receive from involvement in this project.
- Students will be aware of space and trust through leading each other with eyes closed.
- Students will experience the different ways a shape can be manipulated to fit into different spaces, through cooperative musical chairs.
- Students will experience the importance of cooperation.
- Students will experience sensitivity to each other and body awareness through mirroring each other.

Session II - Dance

Grades 4-6

9:00 - 10:00 a.m.	Fred Albitz	Advertising
10:00 - 11:00 a.m.	George Elmer	Production Manager, Pgh. Public Theatre
11:00 - 12:00 p.m.	Dance Class	Ballet technique
12:00 - 12:30 p.m.	LUNCH	
12:30 - 1:30 p.m.	Amy Droz	Television Production
1:30 - 3:30 p.m.	Workshop	

Objectives: The children will experience movement's relationship to advertising.
- Students will become aware of the importance of rhythm and timing in dance and the value this has when communicating, in advertising, etc.

1:30 - 2:30 p.m.	Basic warm-up. Test on career awareness. Patterns of movement in progressions to emphasize the importance of timing.
2:30 - 3:15 p.m.	Each student chooses an advertisement which appeals to her/him because of subject matter, colors, design, suggested story. Students work in groups of 2 and design a study using the picture as a starting point. Students show their studies to each other and comment on them.
3:15 - 3:30 p.m.	Handout interview guidelines designed by students. Handout questions for March session. Assign students to complete interviews in March.

Grades 7-9

9:00 - 10:00 a.m.	Fred Albitz	Advertising
10:00 - 11:00 a.m.	George Elmer	Production Manger, Pgh. Public Theatre
11:00 - 12:15 p.m.	Dance Class	Ballet technique
12:15 - 12:45 p.m.	LUNCH	
12:45 - 1:15 p.m.	Complete career awareness questionnaires.	
1:15 - 1:45 p.m.	Discussion in cafeteria about career choices and decisions.	
1:45 - 3:30 p.m.	Workshops	

Objectives: The children will experience movement's relationship to advertising.
- Students will become aware of the importance of rhythm and timing in dance and the value it has in communications and advertising.

1:45 - 2:15 p.m.	Pattern with chair and movement.
2:15 - 3:00 p.m.	Advertising and movement - studies initiated from ads (see 4-6 plan).
3:00 - 3:15 p.m.	Moving through space in combinations.
3:15 - 3:30 p.m.	Hand out interview guidelines designed by students. Hand out questionnaires for March session. Assign 4 students to complete interviews in March.

Session III - Dance

Grades 4-6

9:00 - 10:00 Tom Fralic - Museum Educator
Education in the Arts

10:00 - 11:00 Donna Hallen - Dance Therapist
Arts in Therapy

11:00 - 12:00 Tom Flynn - Minster of Music
The Arts in Religion

12:00 - 1:00 LUNCH
Film - "Looking for Me" - Dance Therapy

1:00 - 3:00 Workshop

Objectives

- to expose students to jazz dance technique, which is very closely related to society and reflects emotions and feelings.
- to connect religion and dance through the ideas of rituals.
- to have students create their own rituals.
- to see the ways that music and drama portray rituals.

Activities

- jazz technique class, with music.
- student created their own masks to go along with a ritual which they decided upon. Working in groups they attempted to express through movement their fears, needs, wishes and hopes.
- together with the drama students they performed their rituals twice, once with their own accompaniment, and once to sound created by music students.

3:00 - 3:30 Discussion about speakers and workshop.
Interviews.
Handouts for April session.

Grades 7-9

9:00 - 10:00	Tom Fralic - Museum Educator Education in the Arts
10:00 - 11:00	Donna Hallen - Dance Therapist Arts in Therapy
11:00 - 12:00	Tom Flynn - Minister of Music The Arts in Religion
12:00 - 1:00	LUNCH
1:00 - 1:30	Discussion Decision about what would be done that day. Discussion about the speakers and how their sessions would apply to our workshop.
1:30 - 3:15	Workshop Objectives: - to expose the students to jazz dance technique, which closely related to societal feelings and emotions. - to relate religion and dance through rituals. - to have students create their own contemporary rituals. - to understand the connection between music, drama, and dance, and to experience this connection. Activities - jazz technique with music - students add on their own movements to a combination. - students create masks and costumes to accompany and reinforce their ritual dance. Working alone or in groups they attempted to express through movement and with simple sound their fears, needs, wishes and hopes. - together with drama, students, dancers, perform their rituals twice, once with their own accompaniement, and once to sound created by music students.
3:15 - 3:30	Discussion about workshop. Interviews. Handouts for April session.

Session IV - Dance

Objectives:
Student will:

- -become aware of the relationships between art and science, law, business and government either through lecture, discussion or workshop activities.
- -experience the effects of light, darkness, shadows and colors in dance.
- -be provided the opportunity to teach something to her/his peers.
- -be exposed to learning from his/her peers.
- -become aware of the different types of dance in the Pittsburgh area.
- -experience different qualities of movement with the aid of props and materials to stimulate creativity.
- -create and perform their own dance.

9:15 - 10:00 - Mr. Dodds - Law and the Arts
10:00 - 10:45 - Ms. Skrinar - Science and the Arts
10:45 - 11:00 - Mr. Yandel - Business/Advertising/Photography in the Arts
11:00 - 12:00 - lunch
12:00 - 1:00 - improvisation with flashlights about night, darkness, color, and shadows.
1:00 - 1:45 - students teach each other their own techniques and warmups; included: disco, jazz, character, tap, ballet
1:45 - 3:00 - students create their own dances about quality of move ment through the use of scarves, feathers, bubbles, balloons, streamers, etc. They perform them for each other, and discuss them.
3:00 - 3:30 - discussion about speakers, themes, interviews, handouts for May, feedback about day.

Session V - Dance

Objectives:
Students will:

- -be exposed to the connections between the arts through lectures, demonstrations, discussions and workshops.
- -see the relationship between movement and art through the theme of PATTERN.
- -work with people from the art area in design and painting activities.
- -work with people from the art area in movement and rhythmic activities.

9:00 - 9:45 - Alan Sher - Music and the Arts
9:45 - 10:30 - Tom Murphy - Creative Writing and the Arts
10:45 - 11:30 - lunch
11:30 - 1:00 - workshops

1) filmstrip called "Over and Over" about patterns in art and movement.
2) one artist creates a pattern with entire group through movement.
3) timing and spatial patterns through moving.
4) divide into groups of 4 (art and movement people mixed) and make a pattern through movement as a group. Show patterns to other groups. Discuss the similarities and differences.
5) discussion about patterns in art - contrast, repetition, color, etc.
6) students design their own fabric in a pattern with fabric paint.
7) discussion about the different careers we talked and heard about.

1:00 - 1:30 - discussion about speakers, interviews, filling out questionnaires on the career information packets.
1:30 - 2:30 - Imaginarium performance - participatory, integrating movement, art, and music.
2:30 - 3:15 - workshops with individual Imaginarium members.
3:15 - 3:30 - performance resulting from workshop activities.

Session VI - Dance

1. Dance Technique class taught by Rebecca Rice -

   Objective: to present another type of technique to teach students a combination with unfamiliar movement.

2. Developing the project with the Art Group.

   Objective: to show the concept of pattern as it transfers from music - art - dance.

   to bring the other groups an idea of what the dance group has been doing to use art as a catalyst for movement.

3. Lunch

4. Project performance

5. Tests
   Interviews
   Wrap-up

If time permits there will be time set aside for improvisation activities conducted by Rebecca Rice.

Career Education Program for the Talented
Curriculum Packet
Session I - Drama

Objective: The student will perform and recall basic theatre exercises to be used in the workshop sessions.
- The student will contribute to discussions and be aware of relationships between games/exercises and actual theatre practice.
- The student will demonstrate a relaxed and trusting attitude toward other members of the workshop.
- The student will be aware of the relationship between creativity and problem-solving.

Activities: 4-6 group only: "Free To Be"

I. Introduction: Film (whole group)
Drama Group - Hidden Treasure Game - individuals make contact (hand shake) with other members until the treasure (25¢) is forfeited by a pre-placed member.
- Circle name game - due to short time span of meetings - each person immediately learns the first name of every other member. "Concentration."
- Partner interviews - 5 minutes to prepare a short speech about a chosen partner.

II. Demographic Survey (whole C.E.P.T. group)

- Teacher directed introduction to the actor/audience workshop method; side coaching; expectations and conduct.
- Exposure games - point out differences in concentration/lack of focus and relation to relaxation on stage.
- Mirrored Images - body only.

Lunch and Recess - Mime assignment - "Playball".

IV. Film: "Why Man Creates" (whole C.E.P.T. group)

V. Workshop Activities (Drama group only)
- Review "Mirror"
- Mirrored speech
- Rhythm game - leader starts movement others follow - one player tries to identify the leader.
- Sound Plotting - using body and room equipment - add to groups sound.
- Sound Plotting in groups (7-9 only) groups devise plot line with rhythms.
- Combat with invisible partner (7-9 group only) to music, individuals thrust and retreat from invisible partner.
- No contact combat to a sound plot? small groups; 4-5, devise combat scene and sound plot to go along.

VI. Conclusion
- Brainstorm ideas for final project.
- Brainstorm ideas for interview form.
- Distribute and discuss "think" sheet for February session: advertising, communication entertainment.

Assignment: Create a sound instrument for next time.

Session II - Drama

Objectives:

- The student will recall and perform exercises presented at first session.
- The student will demonstrate involvement in the use of his/her imagination.
- The student will participate in questioning sessions of three professionals in the fields of advertising, communications and theatre.
- The student will be aware of his present limits of concentration and ways of improving his/her observational skills.

Activities:

I. Morning workshop activities (small theatre group)

_ From last session, review and perform:
_ Circle name game
_ mirrors
_ rhythm game
_ sound plotting

4th - 6th Only

_ Introduction to combat - no contact
_ Sound plotting review - adding no contact combat (small groups - perform for others)

7th - 9th Only

_ Painting to music (requiring concentration and imagination, each student imagines himself surrounded by a box. He paints his interior letting the music effect his work - individual activity with eyes closed).
_ Discuss and show "boxes" to group - discuss feelings and their relation to color and form.
_ Space walk (students move and investigate space as an unknown substance - instructor side - coach to feel space with the body).

II. Career Presentations:

_ Mr. Fred Albitz - advertising writer and composer.
_ Mr. George Elmer - technical director, Pittsburgh Public Theatre.

LUNCH AND RECESS

III. Afternoon workshop activities

4th - 6th Only

_ Knowledge pre-test
_ Small groups - 3-4 students - create commercial for a fictitious product.
_ Present commercials to the group.

7th - 9th Only

_ Runner observation exercise
_ Three changes game - (team face each other - one then turns back and changes something about his physical appearance - other team must identify changes).
_ Statue building (teams - 4-7 members - pantomine the construction of an object - audience member guest identify when object is finished).

IV. Career Presentation

4th - 6th Only

_ Mrs. Amy Droz - Producer "Exactly What', K.D.K.A. T.V.

7th - 9th Only - Knowledge Pre-Test

V. Afternoon Workshop (cont.)

_ Streets and Alleys (child's game changed by adding interesting characters rather than cop and robber - character must be maintained through the chase). BOTH GROUPS.
_ Part of a Whole Activity (students in groups of 6-7 - one player devises an activity representative of a particular occupation - he/she starts to pantomine and others join in as they identify occupation and can create an activity to relate with the total scence).
_ Discuss interviews due in May.
- Distribute and discuss career pre-view sheet for March session.

Session III - Drama

Objectives:
- The student will participate in lecture/discussion sessions with the professionals in the fields of education, psychology and religion.
- The student will recognize communications aspects of the teaching process.
- The student will participate in group planned rituals.
- The student will recall basic stage directions and positions.

Morning Speakers: (9:00 - 12:00)

Tom Fralic - Educator from Carnegie Museum
Donna Hallen - Dance Therapist
Tom Flynn - Minister of Music

Lunch: (12:00 - 1:00)

Afternoon Workshop Session:

- Review "Mirrors" and "Mirrored Speech."

4th - 6th Grade Group Activities:

- Runner observation exercise.
- Discuss ceremonies and rituals and their relationship to the performing arts.
- Create short movement rituals and provide a sound plot to accompany the mood. (groups of 4-6 students)
- Share "rituals" with students from Dance and Music groups - Music students then provide sound plot background.
- Teach a partner activity. (pairs)
- "Playball" - space substance activity.
- "Painting to Music" activity.

7th - 9th Grade Group Activities:

- Discuss ceremonies and rituals.
- Create movement rituals and provide sound plot background.
- Share "rituals" with Dance and Music groups.
- "Throwing Light" activities - 2 players decide on a secret topic - they converse in presence of others - as others understand topic they may join in discussion.
- Role playing objects in space dancing discussion.
  Groups of 3-4 discuss any topic and find space objects and handle them.
  Others analyze actors use of "space substance."
- Review stage directions and positions.

Both Groups:
- Discuss interviews - Due in May.
- Distribute preview sheet for April.

Define these job titles - what does each of these people do? What training in the arts would be necessary or helpful for this job? What other training or education would be necessary or helpful?

1. Animator
2. Architect
3. Broadcast Advertiser (Fred Albitz)
4. Layout Artist
5. Lighting Designer
6. Theatre Technical Director (George Elmer)
7. Set Designer
8. TV Producer (Amy Droz)
9. Graphic Artist
10. Sound Technician
11. Film/music/art/book critic
12. Choreographer
13. Dance/art/music therapist (Donna Hallen)
14. Kinesiologist
15. Novelist
16. Minister of Music (Thomas Flynn)
17. Cinematographer
18. Musicologist
19. Lithographer
20. Art/Music/Creative Writing/etc. Teacher (Thomas Murphy)
21. Cantor
22. Photojournalist
23. Freelance artist/photographer/etc. (John Yandel)
24. Copyright lawyer - William Nasri
25. Estates lawyer (Robert Dodds)
26. Anatomist (Margaret Skrinar)
27. Sculptor (Thaddeus Mosley)
28. Director of Music School (Allen Sher)
29. Educator in Museum (Thomas Fralic)
30. Director of government agency (Otis Morse - Pennsylvania Council on the Arts)

Session IV - Drama

Objectives:

-The student will participate in lecture/discussion with professionals from the career fields of Law, Government, Business and Science.
-The student will create a monologue in story form with limited planning.
-The student will comprehend problems in the criminal justice system through role-playing.
-The student will participate in a mock audition.

Activities:

9:15 - 11:30 - Speakers (government, law, business, anatomy)
Grades 4-6 - Otis Morse and Robert Dodds.
Grades 7-9 - Margaret Skrinar, Robert Dodds, and John Yandel.
11:30 - 12:15 - Lunch
12:15 - 3:30 - Workshop activities
12:15 - 12:35 - Discuss mornings speakers and relate to theatre
- Review "interview" assignment due in May
- Brainstorm project topics and ideas.
12:35 - 1:00 - Review and practice exercises:
- Mirrors (distorted and speech)
- Playball
- Rhythm
1:00 - 2:00 - Review stage directions, terms, stage terms, movement, gesture - rules as foundations. Groups of 3 - plan a floor plan and draw it. Then directors from other groups guide member around imaginary set.
2:00 - 2:45 - Discuss law and its effects on the individual, discuss various character and personality types and how they could affect a judge or jury.
- From written scripts - take roles and interpret in opposite ways. (Groups of 2 per cast.)
- Each cast perform for others and discuss differences in viewers attitudes toward each character.
2:45 - 3:30 - (Grades 7-9 only)
- Mock auditions - using cuttings from scripts.

Session V - Drama

Objectives:

-The student will participate in lecture/discussion with professionals in the fields of creative writing, music and art.
-The student will contribute to planning of final performance project.
-The student will participate in creation of a group dramatic production with the "Imaginarium" performing group.
-The student will review jobs and careers discussed throughout the program.

Activities:

9:15 - 11:30 - Speakers (the arts)
- Tom Murphy - creative writing teacher
- Alan Sher - music school director
- Thaddeus Mosley - sculpter

11:30 - 12:00 - Lunch

12:00 - 1:30 - Complete "Career Information Packet Rating Form"
- Complete job titles review sheet.
- Brainstorm ideas for final presentation to other art areas - These plans will be worked out in the A.M. June session.

1:30 - 3:30 - Imaginarium presentation and activities program.

Session VI - Drama

Objectives:

-The student will review exercises learned through workshops.
-The student will participate in a collective production.
-The student will use utilize minimal costume and make-up to enhance production.

Activities:

A.M. - Plan and rehearse project.
- Review basic games and exercises.
- Post-test on career knowledge

P.M. - Present project to the group.
- Summarize and review workshop sessions.

Career Education Program for the Talented
Curriculum Packet
Session I - Media

Grades 7-9

Morning Session

INTRODUCTION: Susan Fletcher, the Program Coordinator, gave the students a brief introduction to the C.E.P.T. program.

INTRODUCTORY ACTIVITIES:

OBJECTIVES:

COORDINATOR: To become acquainted with the students and their abilities in Media. Define Media and the mediums that are involved. Discuss the Media workshop and the elements that will be in the program. Discuss the projects that we will be doing in the class. Tell the students about the equipment/ supply situation. Tell them the policy concerning bringing in their own equipment. Brainstorm ideas for the Multimedia Project. Take the Career Maturity Inventory.

STUDENTS: The students will become acquainted with the coordinator and each other. They will discuss their abilities in Media and the definition on Media. They will understand what will be involved in the program and the projects that they will be doing. They will know the kind of equipment that they will be using and they will be warned about bringing in their own supplies. They will brainstorm ideas for the Multimedia Project. And they will complete the Career Maturity Inventory.

Afternoon Session

DEMOGRAPHIC SURVEY: The survey asked questions such as: the school district of the student, the grade level, the art area, the sex of the student and so on.

MOVIE: Why Man Creates.

OBJECTIVES:

COORDINATOR: Further discussion of the project ideas. The students will understand why they are to do the interview and they will brainstorm ideas for the interview sheet. Introduction to "sound collage" and how it could fit into the program. Introduction to some of the equipment that will be used in the Media program. Experiment with making homemade slides. Discuss the next time that they will come in and the projects that they will be doing.

STUDENTS: They will further discuss ideas for the project. They will understand why they have to do the interview and then brainstorm ideas for the questionnaire. They will be introduced to sound collage, and some of the equipment that will be used in the program. They will experiment with slide making and understand some of the activities that they will be doing next time.

Grades 4-6

Morning Session

INTRODUCTION: Susan Fletcher, the Program Coordinator, gave the students a brief explanation of the C.E.P.T. and its goals. During this introduction, among other points, Mrs. Fletcher emphasized how important it is for students to know their choices in the career field and how this information could benefit them in the future.

MOVIE: Free To Be Me.

INTRODUCTORY ACTIVITIES:

OBJECTIVES:

COORDINATORS: To become acquainted with the students, learning their names and experiences that they have had previous to this program. Discuss the Media workshop and the goals for the class. Discuss the supply equipment situation with the students.

STUDENTS: To become acquainted with their coordinator and the other participants. To give information about themselves and their knowledge of Media. To understand the nature of the Media program and its goals.

Afternoon Session

DEMOGRAPHIC SURVEY: The survey asked questions such as: the school district of the student, the grade level, the art area of interest, the sex of the participant and so on.

MOVIE; Why Man Creates.

ACTIVITIES:

OBJECTIVES:

COORDINATORS: To talk about the projects that will be expected from the students and the ideas that relate to those projects. The interview sheet will be discussed and questions will be brainstormed for the questionnaire. An introduction, to some of the equipment that will be used in the program, will be given to the students. Explaining "sound collage" and playing segments of the prerecorded tape for the students. Showing the participants the darkroom and "walking through" the assignment of photographing the Project.

STUDENTS: The students will come up with ideas for the projects, especially the multimedia show and the Interview. They will become familar with some of the equipment that will be used in the program. The students will learn where the darkroom is. They will listen to the prerecorded tape of "sound collage" and understand how sounds can be put together. They will walk through the assignment of taking pictures for the project.

Session II - Media

Morning Session

INTRODUCTION: Susan Fletcher gave the students directions for their morning activities, in relation to the speakers. The students found out who would be seeing the consultants when and where.

SPEAKER: George Elmer, technical director from Pittsburgh Public Theatre.

ACTIVITIES: Discuss lecture by George Elmer. Talk about the supplies and equipment, the materials that have arrived. Distribute the interview sheet, the "Saturday Photographer" sheet. Take the Pre-Test for the program. Discuss the project ideas that are being considered. Explain the activities for the rest of the day. Hand out March's Activity Sheet.

SPEAKER: Fred Albitz, an advertiser and producer .... has formed Albitz Productions.

Afternoon Session

ACTIVITIES: Introduction of the Session's main topics; entertainment, communication, and advertisement. Discuss occupations in those areas. Discuss the project that we will be doing in the future. This will be advertising a radio station, WVCS FM, by means of photo-screening images and the station's ID into t-shirts. The students watched the demonstration of photo-silkscreening and then were able to do some prints on their own. Movie: "Is a Career In Radio or Television for You?" Discussion of a Disc Jockey's responsibilities.

SPEAKER: Amy Droz, producer of "Exactly What".

Session III - Media

Morning Session

INTRODUCTION: Susan Fletcher gave the students directions for their morning activities in relation to the speakers. The students found out who would be seeing the consultants when and where.

SPEAKER: Donna Hallen, an Expressive Arts Therapist

SPEAKER: Tom Flynn, Music Director

SPEAKER: Tom Fralic, From the Carnegie Museum

Afternoon Session

Grades 4-6:

Discuss the morning's activities with the consultants. Discuss how Media fits into the areas of Religion, Psychology, Education. Relate different Media careers with these areas. In the field of Psychology the students came up with the term of "Media Therapy". Their activity in this area was to come up with some photographs that they would take in the building that would make them feel some emotion. In the area of Education, the students set-up the darkroom and then some of the more advanced students demonstrated how to develop black and white film. The students took slides of the activities in the other art areas.

Grades 7-9:

Discuss the morning's activities with the consultants and how those areas related to Media. The students photo-copied the log designed for WVCS t-shirts that we are doing for a promotion for WVCS. Then they photo-copied pictures of rock stars and rock bands for the t-shirts. They received the assignment of Media therapy and went off to find objects, etc. that gave them a particular feeling or emotion. The students did more work on the darkroom and were able to develop the film that they had shot that day. They also took slides for the Media Slide Show that is required for the program.

Session IV - Media

Morning Session

INTRODUCTION: Susan Fletcher gave the students directions for their morning activities, in relation to the speakers. The students found out who would be seeing the consultants when and where.

SPEAKER: Robert Dodds, an Estates Lawyer

SPEAKER: Otis Morse, from the Pennsylvania Council on the Arts

SPEAKER: John Yandle, a Photo-Illustrator/Photographer

Afternoon Session

ACTIVITIES: After lunch the first activities involved handing out xeroxs and seeing the slides from the previous month. A discussion about the slides over, we talked of the presentations in the morning and how they (Law, Government, and Business) related to Media. After this discussion, the students photo-copied the rock pictures that they brought in for their photo-silkscreen t-shirts. This activity was related to the career area of Business. The students were then given a problem of creating a movie with the career area of Law, more specifically, photo-surveillance. After this activity was completed the students learned what they would be doing in May and the materials that they would have to bring.

Session V - Media

Morning Session

INTRODUCTION: Susan Fletcher gave the students directions for their morning activities, in relation to the speakers. The students found out who would be seeing the consultants when and where.

SPEAKER: Thaddeus Mosley: A sculptor, and Pittsburgh Artist of the Year.

SPEAKER: Thomas Murphy: A teacher, involved in Creative Writing and Poetry.

Morning and Afternoon Sessions

(Since there were a number of activities that were necessary to complete for the project's evaluation, the students finished them during the time period of the third speaker and then viewed slides and the movie that was shot during the last month's activities.)

ACTIVITIES: After the forms were done and the slides and the movie were shown the students developed some Kodalith for the photo-silkscreens. The negatives that were used were those taken during a previous session. The students then experimented with exposure times with the kodalith and the Hi-fi green. Some of the students were able to put the hi-fi onto the silkscreen. After these experiments, the students learned what was going to take place during the next month and the articles that they would have to bring with them.

Session VI - Media

Morning Session

INTRODUCTION: Susan Fletcher gave the students directions for their morning activities. She informed the students of the afternoon's activities as well. After this information was given, the post test was given.

ACTIVITIES: The morning's activities involved: arranging the slides of the C.E.P.T. Project, organizing a show with the homemade slides, and making a soundtrack for the movie that the students had done. After lunch there was time alotted for the students to make airplanes for a contest, which would be held at the end of the day.

Afternoon Session

PRESENTATION: In the afternoon, each art area put on a show for the other art areas. In these presentations, the areas showed the group activities that they had been involved in during the course of the project. The students from the Media group showed the slides that had been taken of the project. Homemade slides that they had made were shown and music was provided by the students in the form of a sound collage. The students' animated movie was also shown.

Career Education Program for the Talented
Curriculum Packet
Session I - Music

Objectives:

To become acquainted with each other and feel at ease with the group.

To begin thinking about careers and how a career should fit your personality.

To determine the level of skills and knowledge of music in order to plan future sessions.

Morning Session

General Introduction To All Groups.

Introductory discussion with music group dealing with what the group expects from our meetings and some discussion on what is planned.

Name tags on which are included:
a) A kind of music you enjoy hearing.
b) A place you would like to live for a year.
c) A famous living person you admire.
d) Something you do very well.

SH-MO - a simple conducting game in which everyone participates as part of the group and also as conductor.

Interview each other to discover something about the person that is interesting and can be told to the group.

Movie - Free To Be

Demographic Survey

Afternoon Session

Reports of interviews and group interview of music coordinator.

Discussion of interview each student will do of a professional person i.e. what questions will we ask.

Discuss group project and brainstorm for ideas.

Life Auction - A game in which each person is forced to consider some of life's possibilities and how he really values them.

Attitude survey.

Movie - Why Man Creates

Briefly discuss next session and pass out dittoed sheets.

Session II - Music

Objective:
To become acquainted with careers in advertising, communication and entertainment that also involve the arts, specifically music.

Morning Session

Career discussion involving ideas about careers beginning with statements that could be supported or refuted.

Interview sheets for students to look over in anticipation of various people who will speak with them over the months and also for their interview of a professional. Discussion about the kinds of things that would be important to ask the speakers.

Puzzle - to prove that in order to make a correct conclusion you sometimes have to go back and rethink each step.

Fred Ablitz - President of Fred Ablitz Productions (Advertising)

George Elmer - Technical Director of Pittsburgh Public Theater

Afternoon Session

Pre-Test

Rehearsal time for April session. Groups plan what they will perform and rehearse briefly.

Amy Droz - Producer of "Exactly What" for KDKA

Filmstrip on advertising

Movie - "Is a Career in Advertising for You?"

Pass out sheets for March session and briefly discuss the session.

Session III - Music

Objectives:

To become better acquainted with careers involving religion, education, psychology and social sciences.

Morning Session

Donna Hallen - dance therapist.

Tom Flynn - organist and choirmaster at Southminster Presbyterian Church.

Tom Fralic - artist from the Carnegie Museum.

Afternoon Session

Rehearsal for the April session. Each group member has worked well to prepare for a performance with very little time to discuss or rehearse with the group.

Film "Is a Career in the Professions for You?"

The dance, drama and music groups combine. The dance and drama groups performed their versions of ancient ritualistic beliefs. The music group, using percussion instruments, was able to provide improvisational background music.

Discuss the speakers we heard in the morning and pass out sheets for the April session.

Session IV - Music

Objectives: To become aware of careers involving business, law, government and science.

Morning Session

General introduction to all groups
John Yandel - photographer
Bob Dodds - lawyer
Otis Morris - Pennsylvania Council on the Arts (grades 4-6)
Margaret Skrinar - anatomist and dancer (grades 7-9)

Afternoon Session

Final Preparation for performance. Creative writing group will review the performance. Announcers are chosen and also rehearse during "dress rehearsal".
Performance (approximately 30 minutes)
Discussion involving the following questions:
- Should musicians be in a union?
- Should anyone be allowed to copy and alter musical compositions for his own use?
- Is the touch tone phone an instrument? a synthesizer? a washtub?
- Is government money good for artists?

Science is part of music and sound has a logical basis.
- Discussion of overtones (piano)
- How do other instruments make sounds?
- Using recorders, discover logic of the pitches produced.

Session V - Music

Objective: To make students aware of musical careers which are primarily involved with the arts.

Morning Session

General introduction to all groups.

Tom Murphy - creative writing teacher

Thaddeus Mosley - sculpter

Allen Sher - director of a music school, musician

Afternoon Session

Student evaluation of Handout Sheets.

Discussion for June presentation...how to present our activities to the other groups in an interesting way.

Imaginarium - participatory dance and workshop incorporating music, visual arts and movements in a presentation of the story of "Beowolf".

Session VI - Music

Morning Session

General introduction to all groups.

Discussion and planning for afternoon presentation.

Afternoon Session

All groups present in some fashion what they have been doing for the previous five sessions. The music groups present a musical person easily imitated as the person who will go through the five sessions and finally come to the sixth. The personality is Elvis Presley who is first Ronald McElvis, an advertising man. He is then a teacher, Senator and finally becomes a musician.

Each group, drama, dance, art, media and creative writing presents, in its own way, what they have been doing.